Name: Jamison Kelleher Age/Grade Level 11

Subject Area(s) Social Studies Unit Title: WWII African American experience

Lesson Title: Segregation in America

Estimated Time: 70 minutes

**Purpose/Rationale for lesson:**

**Curriculum Framing Questions:**

Essential Question: How does conflict impact a nation’s social fabric?

Unit Question that applies to this lesson: How did the mobilization for war change the social fabric in the United States? How did this specifically impact African Americans during and after the war?

Lesson or Content Question(s): What is segregation? What is the difference between de jure and de facto segregation? What are some examples of de jure and de facto segregation? OK

**Goal/Learning Outcome:** The student will have an understanding of the African American situation in American society particularly with respect to segregation immediately preceding WWII.

**Learning Objective(s):** The Student will…

demonstrate an understanding (how?) of the characteristics of segregation in the United States in the period preceding WWII.By creating a list of segregation practices.

Group Work

be able to differentiate between de jure and de facto segregation. By organizing class generated list of segregation practices into appropriate catagories

In class work

be able to cite examples of each from the pre-war period and compare that with segregation today OK

Homework

**Curriculum Standard(s):**

*SS.HS.CG.04.03 Understand how the rights of citizens have been augmented by case law decisions.*

*SS.HS.HS.05.14 Understand isolationism and the military and economic mobilization of the United States prior to and during World War II, and its impact on American society.*

*SS.HS.CG.06.02 Understand the causes, course, and impact of the civil rights/equal rights movements.*

http://www.pbs.org/wnet/jimcrow/images/spacer.gif MCREL Standard 29, Level IV (Grade 9-12)

**Materials Needed:**

FOR THE CLASS:

The Rise and Fall of Jim Crow (4:00) from the PBS website http://youtu.be/ChWXyeUTKg8 Three b/w images for bell work

Butcher paper

FOR EACH STUDENT:

Handout with examples of Jim Crow laws and brief summary of relevant court cases (Scott, Plessey, Brown) Please include with lesson materials

FOR THE INSTRUCTOR:

School demographics data including AP classes. Demo data for different cities in Oregon.

**Background knowledge or skills students need prior to lesson:**

A basic understanding of reconstruction and the history of slavery in America.

**Procedures:**

**Hook or Introduction** Bell work will consist of three B/W photos displayed on the wall with instructions for the student to put the pictures in chronological order. The three photos will consist of one picture of Tuskegee Airmen, one of African American women working in a wartime factory and the third will be the famous picture of the white and colored water fountains from 1950’s. A show of hands will determine the class consensus on which one is oldest. (10 minutes)

**Step 1.** After determining the class’s opinion (hopefully incorrectly) I will provide the students with the correct answers and ask them to break into groups and come up with a list of contradictions posed by the photos and the chronology and possible explanations for these seeming contradictions. If students need help offer a guiding question “What could African Americans do during the war that they couldn’t do five years later.” Have groups report out and create a list of contradictions and causes to hang in the back of the room for the duration of the unit. Explain to students that the list will be addressed during the unit but that we need to back up and start a little earlier. (20 minutes) Do you put the dates on the pictures when you arrange them in chronological order? This may help students with the contradictions.

**Step 2:** Distribute handout and have class watch PBS video on Jim Crow. Ask students to create list of types of segregation that they see in film (FMI) or any others that they can think of. Have students offer examples from their list, hopefully someone mentions a type of de jure segregation, if not I will use leading questions to get the students to a type of de jure segregation (housing) at which point we can transition to step By asking them if they know of a part of town that is associated with a specific ethnic group and if they think that could possibly be a result of some type of segregation. How will you phrase that question>(10 minutes)

**Step 3:** Define the difference between de jure and de facto segregation for the students. Provide students with a few example of each including any indicated by school or local demographic data. Explore less obvious types of segregations such as environmental and financial (lending). Use Oregon constitutional exclusion as example of De Jure and environmental segregation as example of de facto(10 minutes)

De jure segregation: legally sanctioned segregation required or allowed by legal code

De facto segregation: segregation intentional or not that occurs in society even though there is no legal basis for it.

**Step 4:** In small groups the students will brainstorm types of segregation that an African American would have been likely to encounter immediately preceding WWII. They will then report out and the class will create a list of 10 or so types of segregation on the board. The students will then individually classify as de facto or de jure on a piece of paper to be turned in. (to be turned in) (15 minutes)

**Step 5:** Assign the assessment (5 min)

**Accommodation**: TAG students will be asked to evaluate the Plessey and Brown cases and provide a short summary of the logic used by the court in each decision and how this changed from Plessey to Brown. ADHD student can substitute bullet points for the assessment. IEP students will be given shorter length requirements on the assessment as per their IEP. **Attention to Literacy:**

Explicit teaching of vocabulary (de jure, de facto, segregation, separation)

**Closure:** Introducing the idea of segregation in the present during the explanation of the assessment. If there is extra time students can begin to work on assessment.

**Assessment and Evaluation of Student Learning:** Students will select two or three examples of segregation that they see around them in the present and write two paragraphs about how it is related to (or not) the types of segregation discussed in class. In addition they will write a one paragraph reflection on how the student feels about the types of segregation they identified. A superior assessment will show a clear logical connection to the types of segregation discussed in class with high quality writing and organization. At the minimum students should be able to identify some type of current segregation and compare it to Jim Crow segregation.

Superior assessment: 2-3 types of segregation, two paragraph minimum, clear logical connection to types of segregation discussed in class; high quality writing and organization

Intermediate assessment: 1-2 examples of segregation some connection between the types discussed in class. Some minor English errors and organization could be better

Inferior: 1 or 0 examples of segregation unable to connect to types of segregation discussed in class or poorly written.

**Important Supreme Court cases regarding segregation**

**Plessy v. Ferguson (1896)**

**"Separate but Equal"**

In 1890, Louisiana passed a statute called the Separate Car Act declaring that all rail companies carrying passengers in Louisiana must provide separate but equal accommodations for white and non-white passengers. The penalty for sitting in the wrong compartment was a fine of $25 or 20 days in jail. A group of black citizens joined forces with the East Louisiana Railroad Company to fight the Act. In 1892, Homer Plessy, who was one-eighth black, purchased a first-class ticket and sat in the white-designated railroad car. Plessy was arrested for violating the Separate Car Act and argued in court that the Act violated the Thirteenth and Fourteenth Amendments to the Constitution. After losing twice in the lower courts, Plessy took his case to the U.S. Supreme Court, which upheld the previous decisions that racial segregation is constitutional under the separate but equal doctrine.

# Brown v. Board of Education (1954)

### School Segregation

### In Topeka, Kansas in the 1950s, schools were segregated by race. Each day, Linda Brown and her sister had to walk through a dangerous railroad switchyard to get to the bus stop for the ride to their all-black elementary school. There was a school closer to the Brown's house, but it was only for white students. Linda Brown and her family believed that the segregated school system violated the Fourteenth Amendment and took their case to court. Federal district court decided that segregation in public education was harmful to black children, but because all-black schools and all-white schools had similar buildings, transportation, curricula, and teachers, the segregation was legal. The Browns appealed their case to Supreme Court stating that even if the facilities were similar, segregated schools could never be equal to one another. The Court decided that state laws requiring separate but equal schools violated the Equal Protection Clause of the Fourteenth Amendment.

Summaries from streetlaw.org

Sample Jim Crow laws from The National Parks Service:

* Nurses: No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which Negro men are placed. (Alabama)
* Restaurants: It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectively separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment.
* Pool and Billiard Rooms: It shall be unlawful for a Negro and white person to play together or in company with each other at any game of pool or billiards. (Alabama)
* Intermarriage: The marriage of a person of Caucasian blood with a Negro, Mongolian, Malay, or Hindu shall be null and void. (Arizona)
* Cohabitation: Any Negro man and white women, or any white man and Negro woman, who are not married to each other, who shall habitually live in and occupy in the nighttime the same room shall each be punished by imprisonment not exceeding twelve (12) months, or by fine not exceeding five hundred ($500.00) dollars. (Florida)
* Juvenile Delinquents: There shall be separate buildings, not nearer than one fourth mile from each other, one for white boys and one for Negro boys. White boys and Negro boys shall not, in any manner, be associated together or worked together. (Florida)
* Mental Hospitals: The Board of Control shall see that proper and distinct apartments are arranged for said patients, so that in no case shall Negroes and white persons be together. (Georgia)
* Burial: The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. (Georgia)
* Amateur Baseball: IT shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race. (Georgia)
* Parks: It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons. and unlawful for nay white person to frequent any park owned or maintained by the city for the use and benefit of colored persons. (Georgia)
* Wine and Beer: Any person licensed to conduct the business of selling beer or wine. shall serve either white people exclusively or colored people exclusively and shall not serve to the two races within the same room at any time. (Georgia)
* Fishing, Boating, Bathing: The Conservation Commission shall have the right to make segregation of the white and colored races as to the exercise of rights of fishing, boating and bathing. (Oklahoma)



